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ABSTRACT

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Office of Indian Education Programs (OIEP). OIEP is located within the Bureau of Indian Affairs (BIA) and is responsible for line direction and management of all BIA education functions. The booklet opens with a brief description of OIEP functions, legislative background, mission statement, long-range goals and benchmarks, and a list of Goals 2000 panel members. Statistics show that in 1997, the BIA served over 49,000 K-12 students in 187 schools on 63 reservations in 23 states; 105 of these schools were tribally operated. The BIA also funded 24 tribally controlled colleges and operated two postsecondary institutions. The 24 education line officers are listed with their agency/area offices and schools served. In addition to the regular K-12 curriculum, the Division of Education administers school reform pilot teams, bilingual programs, Safe and Drug Free Schools Program, gifted and talented, Title I, and homeless assistance. Title IX grant programs are administered by the Department of Education. Participating schools and the number of students served by each program are given. Similar information, plus a contact person, is given for special education, Family and Child Education, School to Work, and Johnson O'Malley programs. Grant programs are described, and 30 tribally controlled colleges are listed. The responsibilities and accomplishments of the Division of Planning, Oversight and Evaluation and the Branch of Research and Policy Analysis are described. Participants in recognition programs are listed, and descriptions and contacts are given for staff development programs. Concluding sections present other activities, memoranda of agreement, and telephone numbers for more information. (TD)

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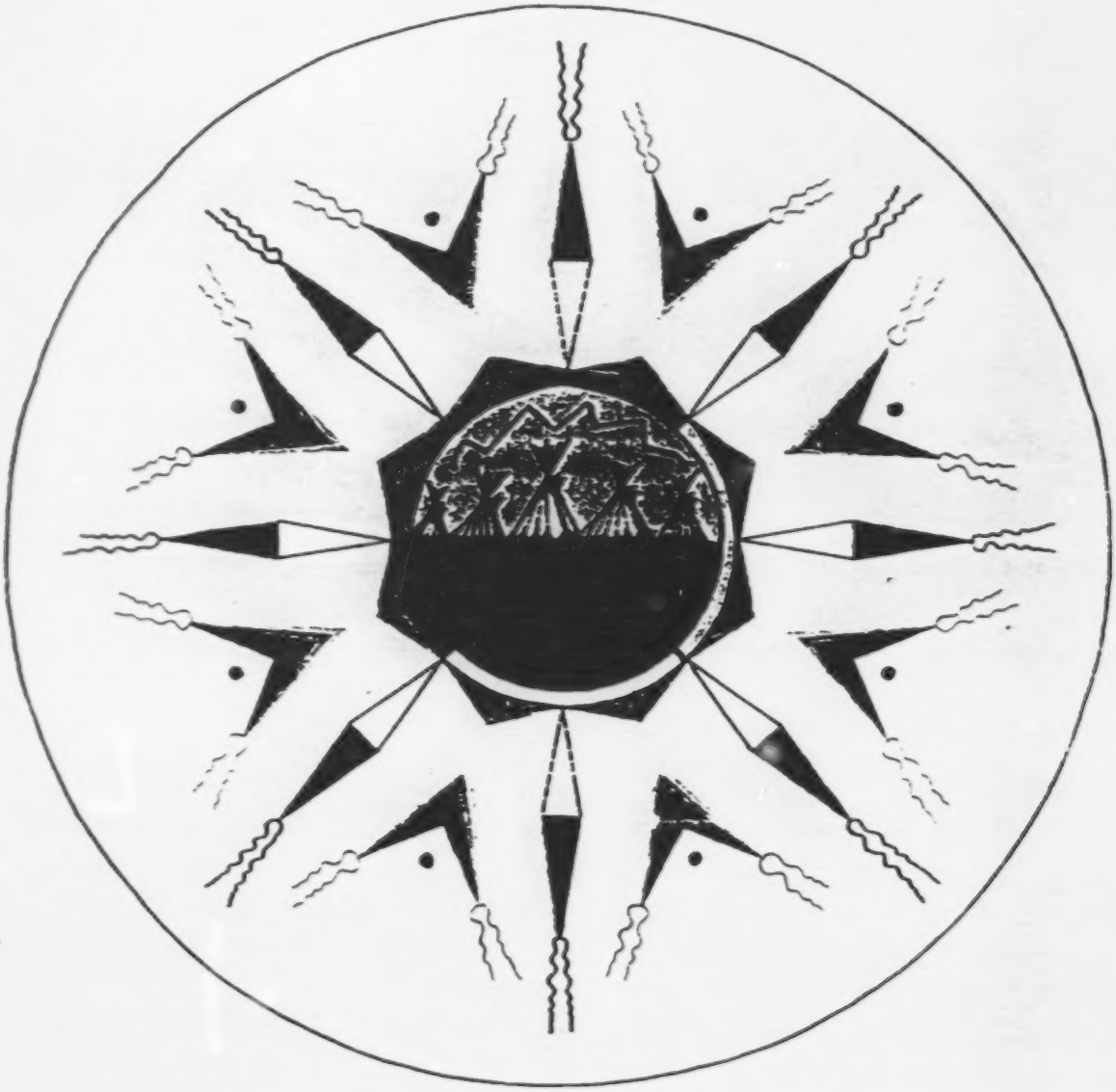
OFFICE OF INDIAN EDUCATION PROGRAMS BUREAU OF INDIAN AFFAIRS

ED 408 124



1997 FINGERTIP FACTS

RC 021029

The Assistant Secretary - Indian Affairs, Department of Interior has determined that the publication of this perioldical is necessary in the transaction of the public business required by law of the Agency.

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*** Special note of appreciation:**

The artwork on the front cover was done by Darrel Miller, a student at Cheyenne Eagle Butte High School located in Eagle Butte, SD.

BEST COPY AVAILABLE

Foreward From the Director. . .

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 1996-1997 school year, OIEP is directly serving over 49,000 students and indirectly serves over 400,000 students through our various educational programs. Our goal is to provide the best possible education for all the American Indian and Alaska Native students served by OIEP and to provide national leadership in the field of Indian education.

An internal part of OIEP's mission is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, and spiritual/cultural aspects of the person served. OIEP will continue to encourage parent participation and tribal control of school programs, to support the inclusion of American Indian language and culture in teaching and learning, to support local control, and to involve others, including tribal leaders, in consultations on all matters pertaining to education.

Since 1995, there have been more schools operated by tribes through grants and contracts than operated by the BIA. In 1996, 98 of the 187 schools were tribally controlled schools. In 1997, we have 105 schools of the 187 tribally controlled. We expect this trend to continue and see it as a very healthy move on the part of tribal communities.

The implementation of the Goals 2000: Educate America Act and the Improving America's Schools Act of 1994 has enhanced our reform efforts nationwide to provide quality education for all our students. All schools have developed Consolidated School Reform Plans to guide them into the year 2000; the plans include student achievement and behavioral goals, parental involvement goals and staff development to improve teaching and learning. During a period of increased student enrollment, program and fiscal accountability, and limited resource capability, we are faced with many challenges. Much appreciation is given to the many students, parents, elders, teachers, administrators, school and dorm staff, college and university faculty, education line officers and their staff, the Central Office staff, and our many non-federal partners for their fine efforts in meeting the challenges and working collaboratively towards reforming and refining Indian education nationwide.

Joann Sebastian Morris
Director, Office of Indian Education Programs

OFFICE OF INDIAN EDUCATION PROGRAMS

The Office of Indian Education Programs (OIEP) is located within the Bureau of Indian Affairs in the U.S. Department of Interior and is responsible for line direction and management of all Bureau of Indian Affairs education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction, and the approval of the expenditure of funds appropriated for the Bureau of Indian Affairs Indian education functions.

Background

Three major legislative actions have restructured the Bureau of Indian Affairs since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into Bureau schools. Full assimilation and eradication of Indian culture had been the policy of the federal government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (PL 93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools and to determine the education programs for their children. The Education Amendments Act of 1978 (PL 95-561) and further technical amendments (PL 98-511, 99-89, and 100-297) mandated major changes in Bureau funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

Mission Statement

The mission of OIEP can be found in 25 CFR 32 and states that the Bureau of Indian Affairs, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.

Long Range Goals

The OIEP and BIA Goals 2000 Panel have developed the following goals and benchmarks:

* By the year 2011, 100% of students in BIA funded schools will be proficient or advanced in mathematics and language arts when assessed at three grade levels in regard to their learining of the new, more challenging content outlined in the national or state standards.

* One hundred percent of BIA funded schools will provide instruction based on challenging math and language arts contcnt standards in school year 1997-98.

* One hundrerd percent of the BIA funded schools will provide instruction based on challenging math and language arts constent standards in school year 1997-98.

* One hundred percent of the BIA funded schools will have adopted challenging content standards in all core areas by the year 2000. These standards will included Indian culture and language content.

* After baseline data is gathered determining how students perform as proficient, advanced or less than proficient on new authentic assessments, the percentage of students at the proficient and advanced levels will increase by at least 5% each year starting in school year 1996-1997.

* Starting with 4,721 substance abuse incidents reported in school year 1994-1995, the number of such incidents will be decreased by 10% each year starting in school year 1996-1997.

* In 1996-1997, one hundred percent of the 187 Bureau funded schools have developed and submitted Goals 2000 Consolidated Reform Plans covering all Improving America's Schools Act programs and regular school programs.

* By the year 2000, challenging standards for all students in all core areas will be adopted.

* By the year 2000, 100% of BIA funded schools will have valid and reliable authentic assessment systems in place for reading/language arts and math at a minimum. The systems will be aligned with the school's content and performance standards and curricula.

* In school year 1994-95, the average daily attendance rate for BIA-funded schools was 90%. By the end of 1195-96, it was 91%. By the year 2000, will be 95% of higher.

* In school year 1994-95, the dropout rate was determined to be 15.6%. By the end of 1995-96, it was 14.6%. By the year 2000, it will be 10.6% or lower.

* In school year 1994-95, schools retained 93% of their October student count enrollment number from then until the end of the school year. This rate was 94% in 1995-96. By the year 2000, it will be 98% or higher.

*By the year 2000, 100% of BIA-funded schools will have restructured time, staff and resources as outlined in their Consolidated School Reform Plans.

* By the year 2000, all students in BIA-funded schools will have access to computers for instructional activities and will have access to information via the information highway.

*By the year 2000, all BIA-funded schools will have an increased emphasis on early childhood education and parent literacy evidenced by refocusing resources, coordinating with existing programs, and providing improved services to parents and children in early grades.

*One hundred percent of Bureau-funded schools will have implemented comprehensive staff development plans by the 1997-98 school year.

*All teachers in Bureau-funded schools will be trained in the appropriate assessment system so that it can be implemented in the year 2000.

* In 1994, 85% of students in Bureau-funded high schools reported having drunk alcohol. By reducing this rate by 5% each year, it will be 55% or lower by the year 2000.

* In 1994, 68% of students in Bureau-funded high schools reported having used marijuana. By reducing this rate by 5% each year, it will be 38% or lower by the year 2000.

* In 1994, 90% of students in Bureau-funded high schools reported having smoked cigarettes. By reducing this rate by 5% each year, it will be 60% or lower by the year 2000.

* In 1994, 50% of students in Bureau-funded high schools reported having been in a physical fight during the year. By reducing this rate by 5% each year, it will be 20% or lower by the year 2000.

* In 1994, 26% of students in Bureau-funded high schools reported having carried a weapon during the month. By reducing this rate by 3% each year, it will be 8% or lower by the year 2000.

*By the year 2000, 100% of schools will meet their yearly local goals for reducing substance abuse and violence incidents.

The **GOALS 2000 Panel Members** are:

Dr. Roger Bordeaux, Goals 2000 Chairman
Association of Community Tribal Schools
605-698-3953

Eugene Guerito
Navajo Area School Boards Association
520-871-5225

Lorena Bahe, Goals 2000 Secretary/Treasurer
National Indian Education Association
703-838-2870

Joann Sebastian Morris, Director
BIA/Office of Indian Education Programs
202-208-6123

David Beaulieu, Director
U. S. Dept. Of Education
Office of Indian Education
202-260-1441

Rick Drennen
National Federation of Federal Employees
605-997-2724

Patrick Baxstrom
National Indian Educators Federation
602-656-3451

Carmen Taylor
National Indian School Board Association
406-883-3603

Charles Geboe
BIA/Office of Indian Education Programs
202-208-6020

Dr. Sandra Fox
BIA/Office of Indian Education Programs
202-273-2339

Dr. Cherie Farlee
Cheyenne River Agency
605-964-8722

William Poe
Association of Navajo Contract Community
School Boards
505-786-5237

Jack Fry, Superintendent
Chemawa Indian School
503-399-5721

Anita Tsinnajinnie, Designee for President,
Navajo Nation
520-871-6000

Randy Plume, Designee for President,
Oglala Sioux Tribe
605-867-5949

Dr. Rick St. Germaine, Designee for
the Tribal Chairman, Lac Courte Oreilles
Governing Board
715-836-4379

The Goals 2000 panel approved the following preamble to the Bureau's state plan:

The state plan established by the panel under P.L. 103-227 will never purposely infringe on the:

1. Government to Government relationships between the United States and Indian Nations;

2. On the treaty rights of Indian Nations;

3. We firmly believe that the education of Indians is a treaty obligation and a Federal trust responsibility;

4. That the responsibility for education of Indians is not reserved to the states, but to the respective tribes, and

5. That language and culture are the central organizing themes of Indian Education and must be the foundation of any school reform movement of Indian America.

Students

In 1997, there are 49,213 students being served in K-12 basic instructional programs in Bureau funded schools. This includes students served in dormitory programs who attend public schools. This total reflects **an increase of 3.3%** in the number of students served from last school or **1,567 more students.**

There are 10,463 students in residential programs operated or funded by the BIA. **This represents 21% of the student population served by the BIA**.

In post-secondary programs, **there are approximately 25,000 students served at BIA funded tribally controlled community colleges and universitites**. **In the two BIA operated post secondary institutions, there are 1,501 full time students**.

Schools

In 1997, there are 82 elementary and secondary schools operated by the BIA. There are 105 elementary and secondary schools funded by the BIA which tribes operate under contract or grants. These 187 schools (elementary, secondary, and boarding) are located on 63 reservations in 23 states.

In 1997, the BIA operated 5 peripheral dormitories on reservations. Peripheral dormitories are established on reservations for Indian students who attend nearby public schools. **There are 9 peripheral dormitories which are Bureau funded and tribally operated under contracts or grants.**

The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools and 3 are tribally operated by contracts.

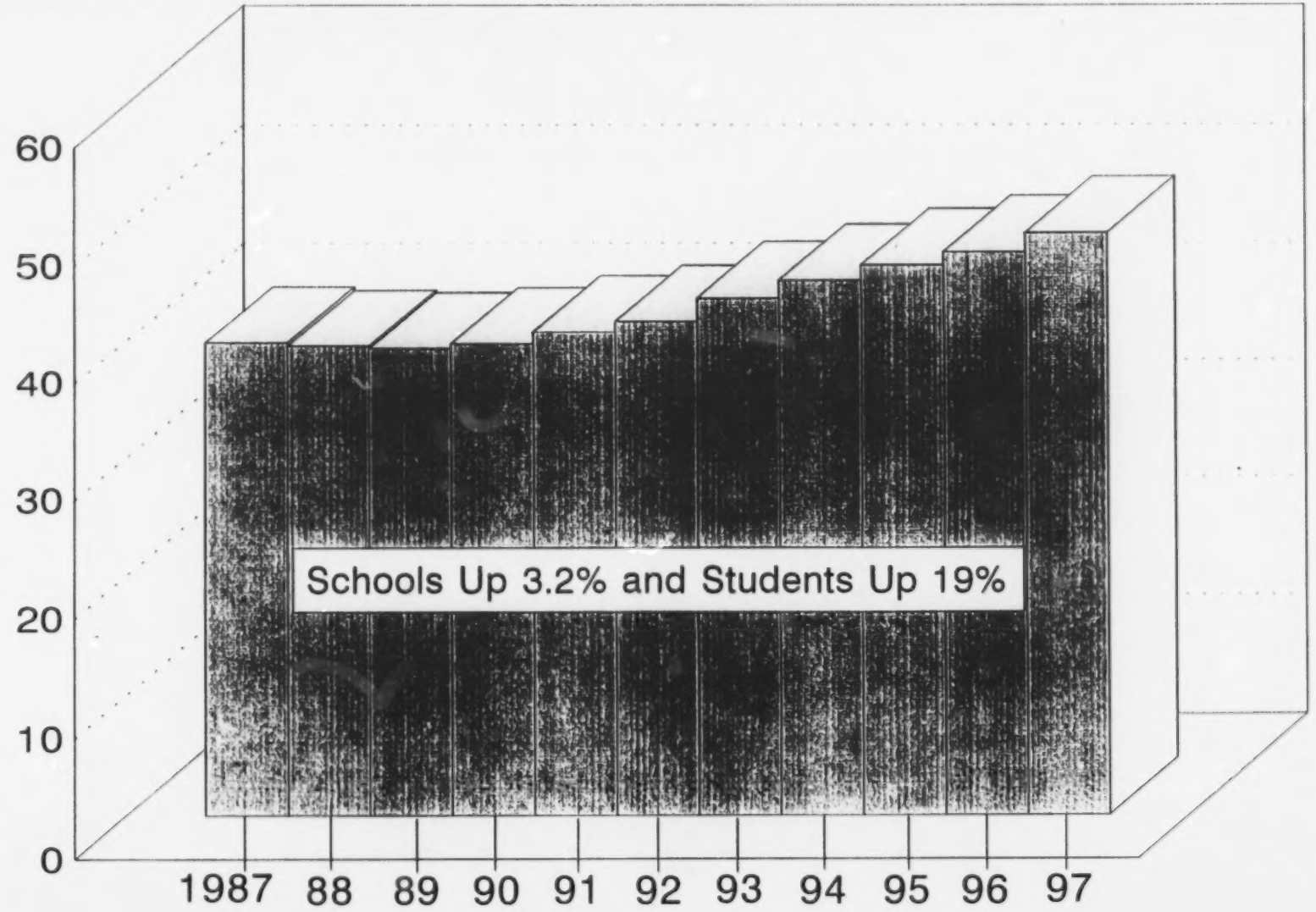
The BIA funds 24 tribally controlled community colleges **and operates 2:** Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

There are approximately **5,000** teachers, administrators, counselors, and support personnel in the BIA school system.

There are approximately **2,115** educational facilities maintained by the BIA which include multiple buildings on school property and exclude living quarters provided to teachers and/or administrators.

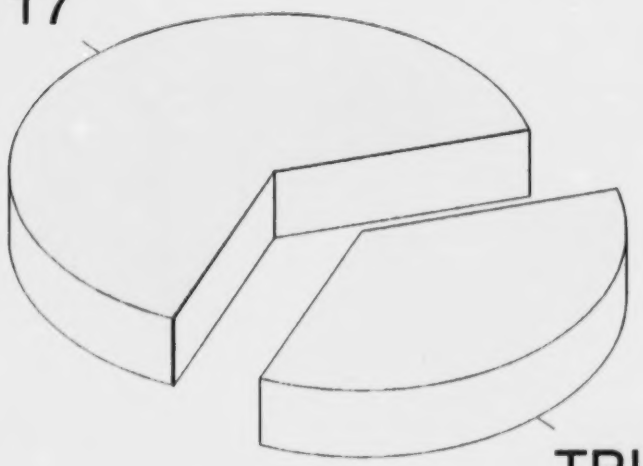
STUDENT ENROLLMENT

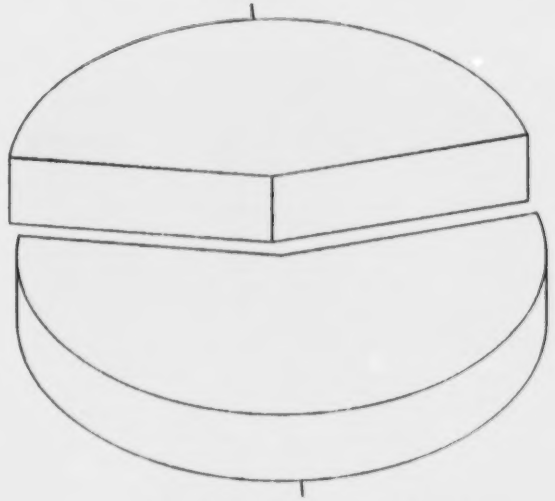
Student Growth Over The Past 10 Years
(From 39,900 To 49,213)



BIA FUNDED SCHOOLS

BIA Operated/Tribally Controlled





1987 Total Schools = 181

1997 Total Schools = 187

EDUCATION LINE OFFICES

The Office of Indian Education Programs has 24 Education Line Officers located in 24 agency/area offices for education across the country. These Education Line Officers have direct line authority and supervision responsiblity over 82 Bureau operated schools and provide technical assistance to the remaining 105. The 24 Education Line Officers, agency/area offices and schools are listed as follows:

Bob Pringle	**Anchorage Field Office 907-271-4115**	**Liaison with all schools which became state operated schools in 1985.**
Larry Parker	**Billings Area Office 406-657-6375**	**Blackfeet Dormitory, Busby School, St. Stephens Indian School**
Dr. Cherie Farlee	**Cheyenne River Agency 605-946-8722**	**Cheyenne-Eagle Butte, Pierre Indian Learning Center, Promise Day School, Swift Bird Day, Takini, White Horse Day**
Beverly Crawford	**Chinle Agency 602-674-5201**	**Black Mesa Community, Chinle Boarding, Cottonwood Day, Low Mountain, Lukachuka Boarding, Many Farms, Nazlini Boarding, Pinon Dormitory, Rock Point Community, Rough Rock Demonstration**
Dan Shroyer	**Crow Creek/Lower Brule Agency 605-245-2398**	**Crow Creek Reservation, Ft. Thompson Lower Brule, Enemy Swim Day and Tiospa Zina Tribal School**
Larry Holman	**Eastern Navajo Agency 505-786-6150**	**Alamo Navajo, Baca Community, Bread Springs Day, Chi ch il Tah/Jones Ranch Crownpoint Community, Dibeyazhi Habitiin Olta, Dlo'ay Azhi Community, Dzilth Na O Dith Hle, Huerfano Dormitory, Lake Valley Navajo, Mariano Lake Community, Na'Neelzhiin Ji'Olta, Ojo Encino Day, Pueblo Pintado Community, Standing Rock Community, To'Hajiilee-He, Wingate Elementary, Wingate High**

Lavonna Weller	Eastern States Agency 703-235-3233	Ahfachkee Day, Beatrice Rafferty, Boque Chitto, Cherokee Elementary, Cherokee Central High School, Chitimacha Day, Choctaw Central High School, Choctaw Central Middle School, Conehatta Elementary, Indian Island School, Indian Township School, Miccosukee Indian School, Red Water Elementary, Standing Pine Elementary, Tucker Elementary
Ray Interpreter	Ft. Apache 602-338-5365	Cibecue Community School, John F. Kennedy Day, Theodore Roosevelt School
Charles Johnson	Ft. Defiance Agency 602-729-5041	Chuska Boarding, Crystal Boarding, Dilcon Boarding, Greasewood, Holbrook Dormitory, Hunters Point Boarding, Kinlichee Boarding, Pine Springs Boarding, Seba Dalkai Boarding, Wide Ruins Boarding, Winslow Dormitory
John Wahnee	Hopi Agency 602-738-2262	Havasupai, Hopi Day, Hopi High, Hotevilla Bacavi Community, Keams Canyon Boarding, Moencopi Day, Polacca Day, Second Mesa Day
Terry Portra	Minneapolis Area Office 612-373-1000 ext.1091	Bug-O-Nay-Ge-Shig, Circle of Life Survival, Flandreau Indian School, Fond du Lac Ojibway, Hannahville Indian School, Lac Courte Oreilles, Menominee Tribal School, Nay Ah Shing, Oneida Tribal School, Wahpeton Indian Boarding and Bahweting Ojibwa School
Kevin Skenandore	Northern Pueblos Agency 505-753-1465	Jicarilla Dormitory, San Ildefonso Day, San Juan Day, Santa Clara Day, Santa Fe Indian School, Taos Day, Tesuque Day

Joy Martin	Oklahoma Area Office 405-945-6051	Carter Seminary, Eufaula Dormitory, Jones Academy, Kickapoo Nation School, Riverside Indian School, Sequoyah High School
Joe Frazier	Papago Agency 520-383-3292	San Simon, Santa Rosa Boarding, Santa Rosa Ranch, Tohono O'Odham High
Dr. Angelita Felix	Pima Agency 602-379-3944	Blackwater Community, Casa Blanca Day, Gila Crossing Day, Salt River Day
Norma Tibbitts	Pine Ridge Agency 605-867-1306	American Horse, Crazy Horse, Little Wound Day, Loneman Day, Pine Ridge, Porcupine Day, Wounded Knee
John Reimer	Portland Area Office 503-230-5682	Chief Leschi, Chemawa Indian School, Coeur D'Alene Tribal, Lummi High, Lummi Tribal School, Muckleshoot Tribal, Paschal Sherman Indian School, Quileute Tribal School, Sho-Ban School, Two Eagle River School,Wa-He-Lut Indian School, Yakima Tribal School
Neva Sherwood	Rosebud Agency 605-856-4478	Marty Indian School, Rosebud Dormitory, St. Francis Indian School
Fayetta Babby	Sacramento Area Office 916-979-2560	Duckwater Shoshone, Noli School, Pyramid Lake High, Sherman Indian High School
Lester Hudson	Shiprock Agency 505-368-4427	Aneth Community School, Aztec Dormitory, Beclabito Day, Cove Day, Navajo Preparatory, Nenahnezad Boarding, Red Rock Day, Sanostee Day, Shiprock Reservation Dormitory, Shiprock Alternative Kindergarten and High School, T'iis Naz'Bas Boarding, Toadlena Boarding School

Dr. Ben Atencio	Southern Pueblos Agency 505-766-3034	Isleta Elementary, Jemez Day, Mescalero, Pine Hill School, San Felipe Pueblo Elementary, Sky City Community, Zia Day, Laguna Elementary and Laguna Middle School
Emmett White Temple	Standing Rock Agency 701-854-3497	Little Eagle Day, Rock Creek Day, Standing Rock Community, Theodore Jamerson Elementary and Four Winds Community School
Dr. Loretta DeLong	Turtle Mountain Agency 701-477-6471	Dunseith Day, Mandaree Day, Ojibwa Indian School, Turtle Mt. Elementary, Turtle Mt. Middle School, Turtle Mt. High School, Twin Buttes Day, White Shield School and Trenton School
Andrew Tah	Western Navajo 602-283-4531	Chichinbeto Day, Dennehotso Boarding, Flagstaff Dormitory, Greyhills High, Kaibeto Boarding, Kayenta Boarding,Leupp, Little Singer Community, Navajo Mountain Boarding, Richfield Dormitory, Rocky Ridge Boarding School, Shonto Boarding, Tonalea, Tuba City Boarding School

DIVISION OF EDUCATION PROGRAMS

In addition to the regular curriculum offered to K-12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the Division of Education and three pilot teams within the Division. To better facilitate the administration of these programs, mission statements have been developed by the Division and the pilot teams as follows.

The Division of Education Programs is responsible for assisting with the implementation of the policies, plans, regulations, and guidelines of the Office of Indian Education Programs. The primary mission of the Division of Education, in accordance with 25 USC and 25 CFR, is to provide technical assistance and training to promote quality education opportunities from early childhood through high school to Bureau funded schools and residential programs. Further, the Division of Education is to serve as an advocate for all Indian children through the Johnson O'Malley Program and through the tribally operated preschool programs for children who are disabled, and to serve adults through Post Secondary, Higher Education and Adult Education Programs.

School Reform Pilot Teams

The mission of the Pilot Teams is to facilitate and provide technical assistance to schools in their local reform efforts with particular emphasis on and expertise in the programs legislated through the Goals 2000: Educate America Act and the Improving America's Schools Act. Through guidance and collaboration with the OIEP School Reform Pilot Teams, schools will be able to provide high standards, high expectations and expanded opportunities for all children in pre-school through high school to succeed academically. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment, and be responsible citizens in their tribes, communities, and states.

For information about any of the following programs contact the School Reform Pilot Team Leaders: Charles Geboe at 202-208-6020 or Dr. Sandra Fox at 202-273-2339.

Bilingual Education (Title VII)

Bilingual programs are provided by the Bureau to serve students who have limited English proficiency to improve their ability to read, write, speak, and understand English. **In 1997, 26,764 students were identified and served in Bilingual programs**.

Title VII Bilingual programs are provided by the Department of Education through a direct application process. **In 1997, there were 5 Transitional Bilingual/Special Alternatives Instruction programs. These programs were implemented at: Torreon School, Santa Rosa Boarding School, Taos Day School, Wide Ruins Boarding School and Canoncito School.**

Safe and Drug Free Schools (Title IV)

In 1997, 186 BIA funded schools participated in the Safe and Drug Free Schools Program. This program includes all students in grades K-12 and their families, school staff and community members in violence and substance abuse prevention programs and activities. **The following 14 schools received additional Title IV funding to implement Comprehensive School Health programs**:

> **Chemawa Indian School, Circle of Nations School, John F. Kennedy Day School, Jones Academy, Kickapoo Nation School, Pierre Indian Learning Center, Pine Ridge Indian School, Riverside Indian School, Second Mesa Day School, Sherman Indian High School, St. Stephens Indian School, Tohono O'odham High School, Wingate Elementary School and Wingate High School.**

Gifted and Talented

Guidelines for determining students classified as gifted and talented currently state that such student will demonstrate skills in the 5% of his/her age level in one or more of the following: critical thinking, creativity, intelligence, academic aptitude, and leadership. Also, a student may be determined to be gifted and talented if he/she demonstrates skills in the top 10% of his/her age level in two or more of the above-stated six areas. **In 1997, 6,923 students were served in Gifted and Talented programs.**

It should be emphasized, however, in light of recent legislation and school reform efforts, OIEP is encouraging and providing technical assistance to schools in order to provide high academic standards, high expectations, and challenging curriculum and activities for **all** students.

Title I

Title I provides for the special needs of disadvantaged children pre-K through grade 12 in the areas of math, language arts and reading. These programs are provided by the BIA and funded by the Department of Education. Schools may select to use their Title I funding to assist and improve/reform their entire school program in order that all students are challenged to meet high academic standards. Each school conducts a comprehensive needs assessment to determine how best to improve and address the academic needs of their students.

Title I funds may be used as a School Wide Project or as a Target Asssisted Project. which targets only a select group of students.

Homeless Assistance

Through the Stewart B.-McKinney Homeless Assistance Act funds are appropriated to provide assistance to identified homeless students. **In 1997, Pierre Indian Learning Center. Circle of Nations School, Blackfeet Dormitory and Riverside Indian School received funding to provide for the special needs of homeless students**.

Title IX

The Title IX formula grant program provides for the culturally related academic needs of Indian students in grades K-12. This program is an entitlement program funded and administered by the Department of Education. **In 1997, there were 69 BIA operated schools implementing Title IX programs**. Many contract and grant schools also implement Title IX programs.

This program is currently administered by the U. S. Department of Education, Office of Indian Education (OIE). For further information contact OIE Director, Mr. David Beaulieu on 202-260-3774.

Special Projects Pilot Team and Exceptional Education

The role of the Special Projects Pilot Team is to promote and provide opportunities and programs outside of those legislated by the Improving America's Schools Act for children and adults enrolled in Bureau funded schools and institutions. The mission of Exceptional Education is to assure that Indian children with disabilities, who are between the ages of 5-22 and are enrolled in Bureau funded schools, have available to them a free appropriate education in the least restrictive environment in accordance with an Individual Education Program. This mission includes: monitoring to assure the rights of the children with disabilities and their parents or guardians are protected; providing technical assistance to enhance the education of all children with disabilities; and assessing the effectiveness of efforts to educate children with disabilities.

Exceptional Education

Exceptional Education provides Special Education programs and related services designed to meet the special needs of children ages 5-22 with disabilities. **In 1997, 9,355 students with disabilities were served**. Those children with severe disabilities requiring residential care are also provided services through contracts with state or private institutions. **In 1997, 502 students received residential services.**

Exceptional Education also provides programs for Gifted and Talented students in grades K-12. Exceptional Education participates in the Very Special Arts Festival which is facilitated by the Kennedy Foundation. In 1997, the Very Special Arts Festival was held in Minneapolis, MN. **Over 750 students with disabilities representing Bureau funded schools from across the nation participated**.

For further information, contact Ken Whitehorn on 202-208-4976.

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children 0-5 and their parents. The program implements 4 components: early childhood, parent and child time, parenting skills, and adult education in two settings; the home and a center provided by the school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teachers, the National Center for Family Literacy and the High/Scope Foundation. **In 96-97, 22 BIA funded schools were selected for this program and served approximately 1,650 families**.

For further information, contact Lana Shaughnessy on 202-208-3601.

School to Work

The School to Work Opportunities Program is a discretionary program made available through the Department of Education and the Department of Labor. The School to Work Indian Program requires a direct application to the Department of Labor. A Bureau funded school or college must be In 1997, the 20 Bureau funded schools listed below were awarded or were partners to a grantee who was awarded a School to Work Indian Grant. Grants were awarded in two categories: Implementation and Planning. Schools involved in Implementation grants are:

Alamo Navajo Community School - Chemawa Indian School - Chief Leschi School Nay Ay Shing School - Wingate High School - Aneth Community School - Navajo Mt. Boarding School - Seba Dalkai Boarding School - Little Singer Community School - Yakima Tribal School - Lac Courte Oreilles Ojibwa School - Riverside Indian School.

Schools involved in Developmental Grants are:

Flandreau Indian School - Dunseith Day - Ojibwa Indian School - Turtle Mountain Elementary, Middle and High School(s) - St. Stephens Indian School - Hannahville Indian School - Gila Crossing Day School - Tohono O'odham High School.

These programs strengthen the connection between school and work, and the relationship between school and the community. The programs promote Indian entrepreneurship. The desired outcome is that students attending Bureau funded schools who are participating in the School to Work program will gain the skills and knowledge to successfully compete in the business community, enhance the local economy, and/or gain admission to and complete a post-secondary academic or vocational/technical program.

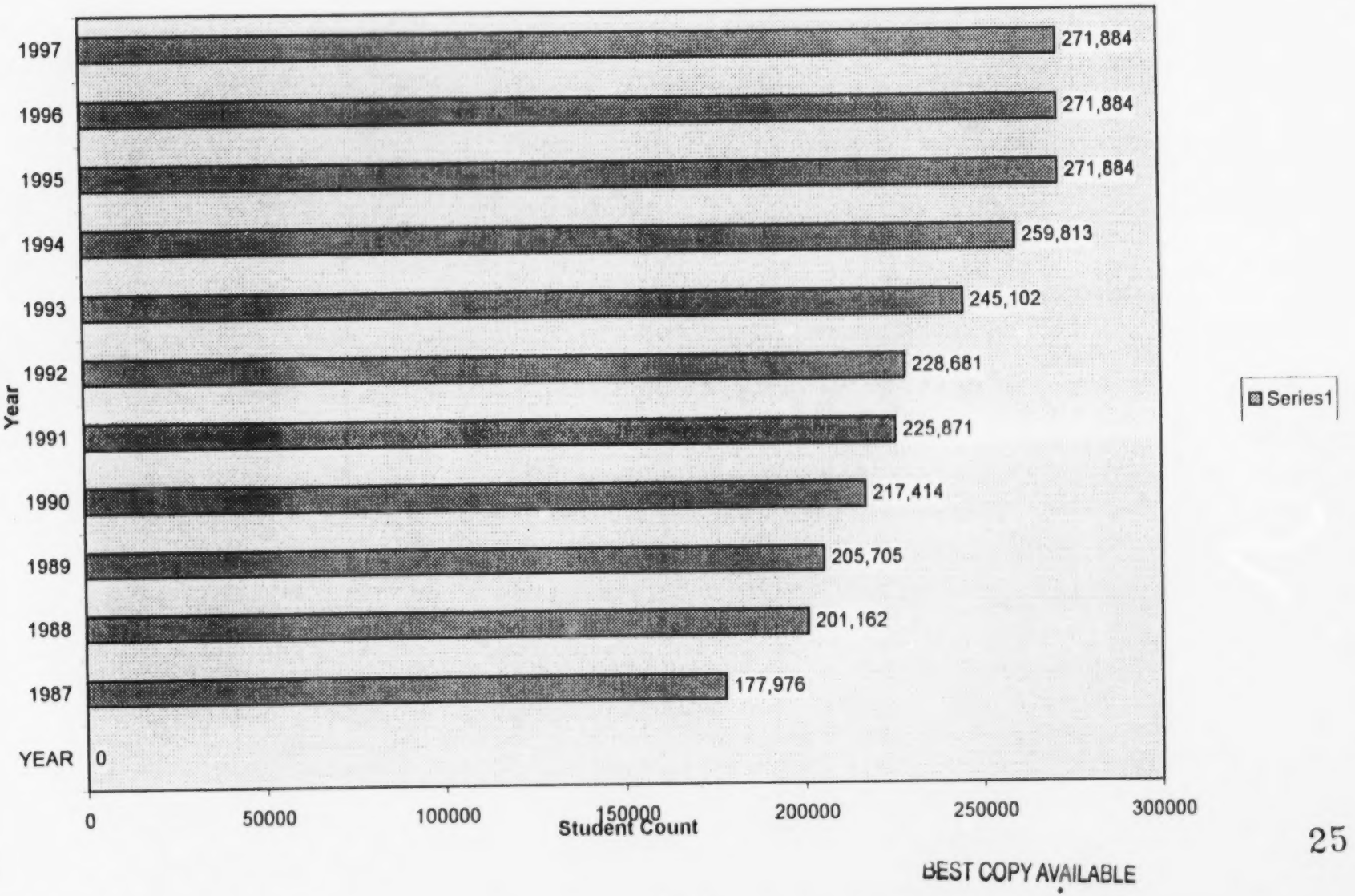
For further information, contact Lana Shaughnessy at 202-208-3601.

Johnson O'Malley

Johnson O'Malley (JOM) programs provide assistance to public schools to meet the unique needs of Indian students. The JOM program is administered by the BIA through contracts with tribes, tribal organizations, public school districts, and State Departments of Education. **In 1997, the JOM program funds were distributed through the Tribal Prioirty Allocation portion of the Tribal Budget system, as directed by the U. S. Congress. The following two pages illustrate the number of students participating in JOM and the funding levels of the past ten years.**

For further information, contact Garry Martin at 202-208-3478.

Johnson-O'Malley Program - Student Count



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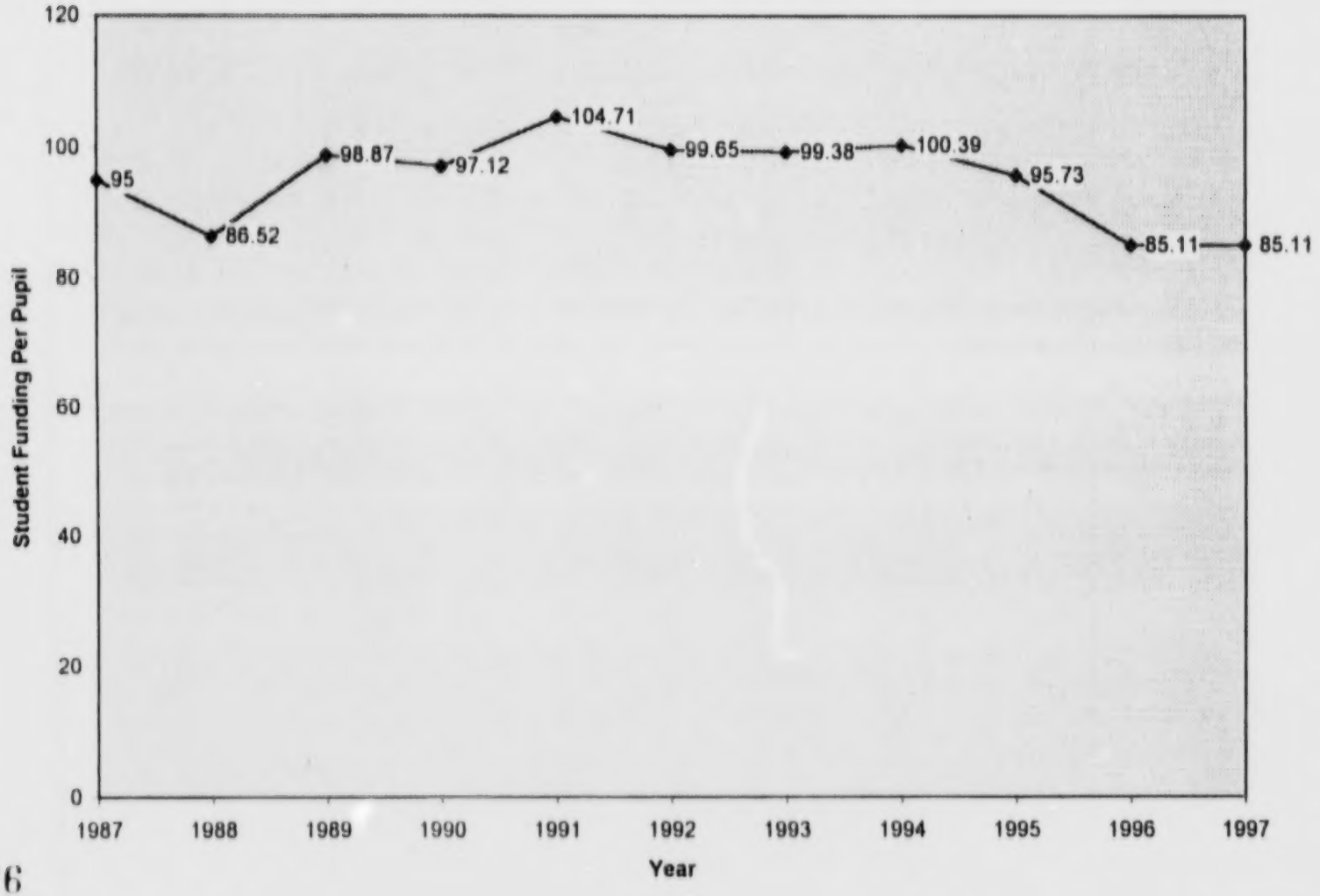
Johnson-O'Malley Program - Student Funding



Higher Education Grant Program

The Higher Education Grant Program provides grants to Indian students to work toward an undergraduate degree. Students must apply and gain admission to an accredited college or university. **In 1997, over 12,000 students requested Higher Education grants and, of these, 9,500 were awarded grants**. The average grant award was $2,787.00.

For further information, contact Garry Martin at 202-208-4871.

Special Higher Education Grant Program

The Special Higher Education program provides funds to Indian students to pursue a graduate degree. Students must apply and gain admission to an accredited college or university graduate school program. This program is contracted to the American Indian Graduate Center (AIGC). **In 1997, 300 students received grants from this program**.

For further information, contact Robert Sutton, AIGC Executive Director, at (505) 881-4584 or Garry Martin at OIEP at 202-208-3478.

Adult Education Program

The Adult Education program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at least the level of completion of secondary school or equivalent certification. **In 1996, 15,000 Indian adults participated in this program**.

For further information, contact Garry Martin at 202-208-4871.

Summer Law Program

The Summer Law Program provides funding for 25 Indian students who have been accepted to an accredited law school to participate in a summer institute which will prepare them for the first year of law school. This program is contracted to the National Indian Law Center (NILC) at the University of New Mexico School of Law.

For further information, contact Phillip Deloria, NILC Executive Director, at 505-277-5462 or Garry Martin at OIEP on 202-208-4871.

Tribally Controlled Community Colleges

Located on or near Indian reservations are the 30 tribal colleges listed below. These colleges provide an opportunity for Indian students to participate in vocational, technical, two-year, four-year, and graduate programs. Since 1995, the colleges organized under the American Indian Higher Education Consortium (AIHEC) which serves to facilitate access to resources needed for thier continued development. OIEP funds 26 of these colleges and operates two. **In 1996-1997, over 30,000 students continued their education at one of these colleges.**

Bay Mills Community College
Brimley, MI

Blackfeet Community College
Browning MT

Cheyenne River
Eagle Butte, SD

College of the Menominee Nation
Keshena, WI

Crownpoint Institute of Technology
Crownpoint, NM

D-Q University
Davis, CA

Dull Knife
Lame Deer, MT

Fond du Lac Tribal
Cloquet, MN

Ft. Belknap
Harlem, MT

Ft. Berthold
New Town, ND

Ft. Peck
Poplar, MT

Haskell Indian Nations University
Lawrence, KS

Institute of American Indian Arts
Sante Fe, NM

Lac Courte Oreilles Ojibwa
Hayward, WI

Leech Lake
Cass Lake, MN

Little Horn
Crow Agency, MT

Little Hoop
Ft.Totten, ND

Navajo Community College
Tsaile, AZ

Nebraska Indian Community College
Winnebago, NE

Northwest Indian College
Bellingham, WA

Oglala Lakota College
Kyle, SD

Red Crow
Cardston, Alberta, Canada

Salish Kootenai College
Pablo, MT

Sinte Gleska University
Rosebud, SD

Sisseton Wahpeton Community College
Sisseton, SD

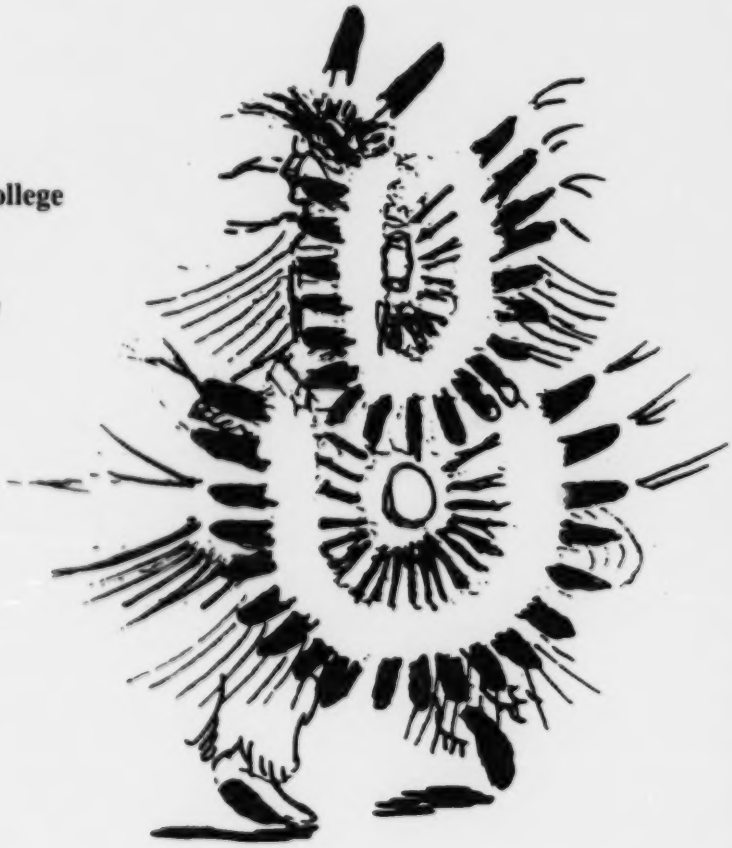
Southwest Indian Polytechnic Institute
Albuquerque, NM

Standing Rock College
Ft. Yates ND

Stone Child College
Box Elder, MT

Turtle Mountain Community College
Belcourt, ND

United Tribes Technical College
Bismarck, ND



For information about AIHEC call 703-838-0400. For information about the 26 Bureau funded colleges, contact Garry Martin at 202-208-4871.

DIVISION OF PLANNING, OVERSIGHT AND EVALUATION

The Division of Planning, Oversight and Evaluation is responsible for the development of a longe range education planning process from which educational plans, policies, programs and standards can be derived. It is responsible for ensuring the development and use of data bases, forecasts, trend analyses and research in preparation for long range policy and program plans.

Branch of Planning

The Branch of Planning is responsible for the development of long-range educational planning and making recommendations for educational policy. The Branch advises the Director on priorities for OIEP based on analysis of data, national trends and emerging needs in Indian education.

During FY 1997, the OIEP drafted a five-year strategic plan, which contains long range strategic education goals and objectives. The passage of P.L. 103-62, the Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to establish long range goals for their programs and to formalize a strategic planning process.

The OIEP used several different data sources in developing the draft OIEP Strategic Plan. The first source of information on Indian education goal development came from the many regional Tribal consultation meetings held across Indian country during the mid-1990s. In 1992 and 1993 several discussions were held with Indian parents, Indian educators, tribes, school boards, Indian education organizations and other interested parties on long range goals for Indian education. This consultation effort culminated in the OIEP establishing the Indian America 2000 Goals, which corrrespond to the National Education Goals.

A second major source of planning information came during implementation of the Goals 2000: Educate America Act and Improving America's Schools Act of 1994 within Bureau funded schools. In designing and planning for school reform within tribally controlled and Bureau operated schools, the OIEP utilized a national Indian Goals 2000 Panel to consult with Indian tribes, parents, school boards, the U. S. Department of Education and Indian education organizations in the development of long range school reform plans.

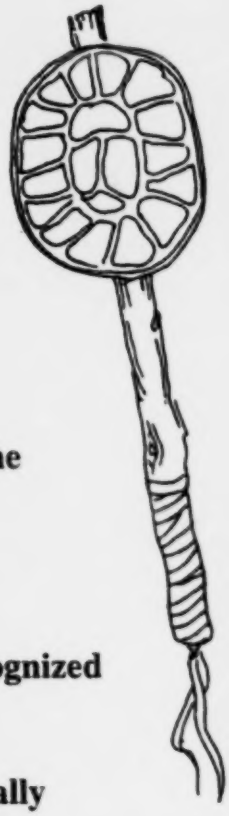
A third source of information came from a vision and strategic planning meeting held in Washington, D. C. in December, 1996. Attending the December meeting were all OIEP Education Line Officers, Central Office staff, and the Indian Goals 2000 Panel members. A few months prior to the December meeting, all participants received a one day training session on the GPRA and strategic planning. The meeting participants had also previously attended separate training sessions in goal identification techniques and team building processes.
In preparation for the December meeting, all Education Line Officers surveyed the tribes and school boards in the respective areas to identify current local education priorities, goals and

information to be used in devloping an OIEP Strategic Plan. This initial tribal input was used during the December meeting in establishing an OIEP vision statement, long term goals and objectives, and schedules of tasks to be completed in meeting all objectives.

Based on the information generated through the December, 1996 meeting, the OIEP Strategic Plan was developed and distributed to the Education Line Officers in January, 1997 for consultation with tribes, school boards, parents, and other interested parties. Based on comments received during the January, 1997 consultation process, revision to the plan will be made prior to submitting the plan to the Department and the Office of Management and Budget (OMB) for review in March, 1997. The OIEP also included the OIEP Strategic Plan in its Spring 1997 Tribal Consultation Booklet to gather additional tribal input. The final plan will then be submitted to OMB in August, 1997, and to the US Congress by September 30, 1997.

During the OIEP vision and strategic planning meeting in December, 1996, the following draft vision statement was adopted:

Uniting to promote healthy Indian communities through lifelong learning



Also, the OIEP developed the following five strategic goals:

* **Improve and Support Communications**

* **Recognize and Support Tribal Sovereignty and Facilitate the Implementation of Local Tribal control.**

* **Promote the Love of Lifelong Learning**

* **Ensure Postsecondary Opportunities for All Federally Recognized Tribes**

* **Implement All Education Laws for the Benefit of all Federally Recognized Tribes**

The Branch of Planning initiated and conducted tribal consultation meetings systematically across Indian country in FY 1997. Input from tribes and schools has been gathered to impact the future direction and plans for OIEP. In 1996-97 eleven regional tribal consultation meetings were held across Indian country.

Consultation Booklets which detail the items/topics consulted have been developed and are distributed to all agencies, area offices, tribal school boards, and BIA funded schools.

Since 1991, consultation meetings have presented the following items/topics for tribal input:

Adult Education Regulations --- IRG and Bilingual Program Clarification --- JOM Higher Education Regulations --- Waiver of Dormitory Standards --- Academic Standards ---Early Childhood Program Proposed Rule --- Program Eligibility --- --Long Range Education Plan --- Academic Standards to Strengthen Language and Culture ---Student Tuition at Haskell and SIPI ---ISEP Changes --- Chapter 1 Formula -- 1995 Education Budget Priorities --- Alternative Methods of distributing Adult and Higher Education Funds --- Advocacy for Public School Students --- Amendments to P.L. 100-297 --- Full Inclusion of Students with Disabilities --- Space Guidelines --- Americans with Disabilities Act --- School Boundaries--- Reauthorization of Elementary and Secondary Education Act Programs --- Off Reservation Boarding Schools (ORBS) -- -- Improved Accountability --- Programs Available for American Indian/Alaska Native Students --- Inclusion of ISEP and Tribally Controlled Community College Funds in Tribal Self-Governance Compacts --- P.L. 101-301 "Miscellaneous Indian Law Amendments" --- Alaska Native Education --- Exceptional Education --- Alternative Funding Methods for Construction of Indian Schools --- School Attendance Boundaries --- Element 10 Formula --- National Performance Review Project --- School Reform Initiatives.

In 1997 the following items/topics were presented in 11 different locations across Indian country:

Facilities Operation and Maintenance - Tribal Priority Allocation
Facilities Operation and Maintenance - Formula Modifications
OIEP: Draft Strategic Plan
Displacement Costs for Schools converting to Grant Status
Indian School Equalization Program: Ongoing Study
OIEP: Draft School Technology Plan
Revisions to IASA/Goals 2000 Consolidated State Plan
Executive Order 13021 of October 19, 1996 - Tribal Colleges and Universities

Additional information concerning the status of consultation items and requests for Tribal Consultation Booklets should be directed to Keener Cobb by phone on 202-208-3550 or fax on 202-273-0030.

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews.

In FY 1996 the Branch contracted with Support Services International, Inc. to conduct a study on the ISEP formula. This study was required by P.L. 103-227, Goals 2000: Educate America Act, as amended by P.L. 103-382, Improving America's School Act. The study is ongoing in 1997.

During 1997, the Branch will complete data entry and analysis of the data from the FY 1996 Annual Reports on School Reform from all Bureau funded schools. The FY 1996 report will collect school level data needed to meet the requirement of Public Law 103-227, Goals 2000: Educate America Act, and will include school progress toward implementing the new content standards; student average daily attendance, dropouts, retention rates, and student achievement in grades 4, 8, and 12. This information is also used by the Bureau in updating and maintaining a system wide database of vital school information useful for identfying problem areas, deficiencies, needs and for budget justification(s).

This Branch collects and files relevant educational data and research material and, therefore, also serves as a modest repository of selected studies and other material relative to Indian and Native education from local communities, tribal entities, state agencies and other federal agencies.

During 1997, the Branch coordinated the development and issuance of the FY 1995 and FY 1996 OIEP Annual Education Report to the Congress as required under P.L. 95-561. This report, summarizing the status and accomplishments of all the programs funded by the BIA, is mailed to all schools, tribes and villages, area and agency offices and is available upon request.

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to Congressional legislation pertaining to education.

The Branch is responsible for tracking the financial auditing process conducted on Bureau funded schools as required by OMB Circular A-128.

For further information about the Branch of Research and Policy Analysis, contact Dr. James Martin on 202-208-3550.

Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools both public and private that provide outstanding academic programs to students. **OIEP has had eight schools receive national recognition as Blue Ribbon Schools.** The eight Blue Ribbon schools are: **Santa Fe Indian School, Dzilth-na-o-dith-hle School, Cherokee Elementary, Cherokee High School, Santa Clara Day, Sky City Community School, St. Stephens Indian School and Bug-O-Nay-Ge-Shig. In 1996, Bug-O-Nay-Ge-Shig was recognized as a Blue Ribbon School. In 1997, there were no Bureau funded schools recognized.**

OIEP has participated in national recognition of Chapter 1/Title 1 programs since 1986. **There have been 25 Bureau funded schools identified as implementing Exemplary/ Distinguished School programs. In 1997, San Juan Day School was identified as implementing a Distinguished Title 1 Program.**

OIEP participates in the Presidential Academic Fitness Awards Program which honors students from the fourth grade elementary, middle, and high school grade levels for attaining outstanding academic achievement and/or improvement. Personalized certificates signed by the President are given to each qualified student at a special awards ceremony conducted at their school. **In 1997, 330 students received Educational Excellence Awards and 411 students received Academic Improvement Awards**.

OIEP has recognized annually a Principal and Teacher of the Year. In 1994, OIEP expanded the recognition to include the Education Line Officers, School Staff, Dormitory/Residential Staff and Community Person of the Year. **In 1997, John Wahnee of Hopi Agency was recognized as the OIEP Education Line Officer of the Year.** At the time of this printing, the individuals for the other categories had not been selectetd.

OIEP Staff Development Programs

The Principals Leadership Academy provides training for new and continuing principals. All elementary and secondary school principals have been provided training in leadership skills, administration, policy, and procedures used in BIA schools. The Academy has been administered by the National Indian School Board Association (NISBA).

NISBA has contracted with the BIA to train school board members. Regional workshops are conducted annually with expenses paid for two members of a school board to attend. Teachers, administrators, students and parents also attend these workshops.

For further information, contact Carmen Taylor, NISBA Executive Director on 406-883-3603

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, NM. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact John Blomquist on 505-488-6440.

OIEP sponsors school reform training and workshops at various locations based on need and the availablity of funding. Teachers and administrators are provided technical assistance in the development of their consolidated school reform plans.

OIEP and Sandia and Los Alamos National Laboratories have collaborated to develop a telecommunications network whereby advice and training to teachers in new techniques of teaching math and science is provided on call. Schools need only to request to be connected to the network.

OIEP, in collaboration with the Indian Health Service and the Centers for Disease Control, provides Comprehensive School Health Training in regional locations to assist schools with the development and implementation of a comprehensive school health program.

Administration and Management Information Services

The Branch of Administration conducts all the business affairs of the OIEP Central Office, Area/Agency Offices and schools.

Administrative Services

In 96-97, approximately 4000 Financial Distribution Documents were processed for OIEP programs.

In 96-97, approximately 350 requisitions were prepared for Central Office programs.

In 96-97, $398,000,000 in Bureau appropriated funds were allocated to 173 elementary and secondary schools, and 14 dormitories.

In 96-97, $23,655,900 was allocated to schools for transporting day school students, and $668,100 for transporting residential students. Schools transporting students by air or bus received $1,386,838.

In 96-97, 49,213 student enrollment forms were processed and officially counted for the distribution of ISEP funds.

Management Information Services

Management Information Services (MIS) provides technical assistance to the Central Office and all field offices in the operation of automated data processing (ADP) equipment and capabilities.

MIS operates the LAN system for Central office and all field offices.

MIS administers the program for data collection of BIA student enrollment.

Other Activities

In 1997 one set of tribal consultation meetings were conducted for the purpose of receiving input from tribes on educational programs and issues. These meetings conducted in eleven regional locations provide information to tribes of proposed changes in BIA educational programs.

OIEP has developed, through consultation with tribes, an "Indian America 2000" to parallel the President's "America 2000". Copies are available by contacting OIEP School Reform Team Leaders.

OIEP publishes a quarterly newsletter. This publication is to inform and share newsworthy events happening in BIA schools and at local and national levels concerning Indian education.

OIEP participates in the National Indian Education Association Conference held annually.

OIEP sponsors and participates in the Educational Native American Network. ENAN is a nationwide telecommunications network based at the University of New Mexico. ENAN allows participants from around the nation to send electronic mail, participate in on-line conferences, download data from ENAN libraries and engage in a variety of interactive educational activities in the area of Native American education.

OIEP has an Exceptional Education Advisory Committee composed of 20 members who are appointed by the Secretary of Interior. This committee assists in discovering the unmet needs of disabled students in BIA funded schools.

OIEP coordinates with BIA Divisions of Social Services, Child Protection, and Law Enforcement in child abuse cases. Coordination efforts may also include liaison work with the U.S. Dept. of Justice.

OIEP participates in the annual International Reading Association Conference.

OIEP and the American Red Cross collaborated to sponsor a health and safety poster contest for students in grades K-8 enrolled in Bureau funded schools. Winning posters were reproduced professionally to be used by the American Red Cross in training staff to work in American Indian communities. The student artists received American Red Cross T-shirts and sweatshirts and their schools recieved First Aid Kits and educational materials. The posters were displayed at the annual American Red Cross Health and Safety Conference.

OIEP with technical assistance and training from the Center for Disease Control and the Indian Health Service implemented both the 1997 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6-8 took the Middle School YRBS

and students in grades 9-12 took the High School YRBS. The YRBS is conducted nationally every two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury; Tobacco Use; Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors and Physical Activity.

This was the first time the YRBS has been given on a national scale to middle school students. This was the second time the Bureau/OIEP has surveyed high school students. The first High School YRBS was done in 1994. A 1994 BIA YRBS Summary Report is available upon request. The 1994 survey represents 45 Bureau funded high schools and over 5,000 students. It should be noted that participation is voluntary. The 1997 YRBS which includes grades 6-8 represents over 18,000 students. A 1997 BIA YRBS Summary Report will also be available upon request after October, 1997.

Contact Lana Shaughnessy on 202-208-3601 to request a YRBS Summary Report.

OIEP participates annually in the National Center for Family Literacy Conference held in Louisville, KY. In 1997, OIEP presented a workshop on the FACE program at this conference.

OIEP maintains a list of current vacant staff positions in Bureau funded schools. This list is updated regularly and available upon request.

For further information, contact Carolyn Chavez at OIEP's Personnel Office located in Albuquerque, NM, at 505-766-5942.

Memoranda of Agreement Affecting BIA Schools

The BIA and the Bureau of Land Management have entered into a Memorandum of Agreement (MOA) for the purpose of providing opportunities for students to become involved in various aspects of natural resource management through participation in the Resource Apprenticeship Program for Students (RAPS).

The BIA and the Office of Insular Affairs have entered into a MOA for the purpose of providing early childhood and family literacy opportunities for families in the U.S. insular areas. This agreement will be known as the OTIA/BIA Family Literacy Program.

The BIA and Indian Health Service have entered into two MOAs. One is for the purpose of providing health promotion and disease prevention activities. This MOA was amended in November, 1992 to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse. The second MOA is to provide services for exceptional children with severe disabilities through a program called the Indian Children's Program.

The BIA, the Administration for Native Americans of the U. S. Department of Health and Human Services, and the American Red Cross have entered into a MOA for the purpose of providing American Red Cross courses in 6 BIA Area Office jurisdictions.

The BIA and the Peace Corp have entered into a MOA for the purpose of providing teachers from foreign assignments to be placed in BIA schools.

The BIA and the U.S. Department of Education have entered into a MOA for the purposes of consolidating programs authorized under the Improving America's Schools Act (IASA) of 1994. Specifically identified are programs developed under Title I, Title II, Title IV, and Title IX of the IASA.

The BIA and the Office of Water and Science have entered into a MOA to provide additional support in Bureau funded schools in the areas of science and environmental education. Extensive educational materials will be available for teachers in grades K-12 from the U. S. Geological Survey.

Important Numbers For More Information

(Area Code 202, unless otherwise indicated)

Joann Sebastian Morris, Director	208-6123
Bill Mehojah, Deputy Director	208-6175
Dr. Dennis Fox, Assistant Director	208-4542
Dr. Ken Ross, Special Assistant	505-766-3850
Rod Young, Acting Chief, Administrative Services	208-4775
Jim Womack, Chief, Management Information Services	208-7111
Charles Geboe, Team Leader, School Reform Team I	219-1127
Dr. Sandra Fox, Team Leader, School Reform Team II	273-2339
Ken Whitehorn, Acting Chief, Exceptional Education	208-4976
Dr. Jim Martin, Acting Chief, Division of Education	208-3550
Keener Cobb, Chief, Planning	208-5962
OIEP Personnel Office	505-766-8654

Telefax Numbers:

Director --	208-3112	School Reform Teams --	298-3200
Exception Ed --	208-2316	Planning --	273-0030
Special Projects --	219-9583	Administration -	208-3271

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